

What does **wellbeing**
mean to you?

How important is it?

Can (and if so should)
we teach it in schools?



Out	In
Sport Health Competition	Physical Activity Wellbeing Collaboration ← Covid-19

TEACHING WELLBEING

Session overview:

1. What do we mean by wellbeing?
2. What does the research say?
3. What about role modelling behaviours?
 - A. Start with you, your happiness & your ikigai
 - B. What about your staff?
4. What could and how should you teach it?
5. A&Q + signposts for more



How are you feeling?



How are you feeling?



On a scale
of 1-10,
how happy
are you?

How are you feeling?



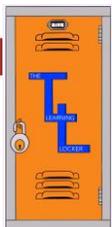
On a scale
of 1-10,
how happy
are you?

What would
achieve a +1?

Dig deeper



Wellbeing:	State of being comfortable, healthy and happy to include life satisfaction, sense of purpose and feeling in control. Much broader than a concept of moment-to-moment happiness. (Oxford English Dictionary + mental health.org)
Wellness:	The active pursuit of activities, choices and lifestyles that lead to a state of holistic health (global wellness institute)... so wellness is something you seek The quality or state of being healthy in mind and body, especially as the result of deliberate effort (dictionary.com). Very similar to wellbeing and sometimes used interchangeably as the holistic integration of physical, mental and spiritual wellbeing... you must act to improve it
Health:	State of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (World Health Organisation) ... so perhaps more a measure
Happiness:	A feeling of contentment, pleasure and satisfaction that is very fluid (changeable) yet typically reflects your overall wellbeing



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SEEKING HAPPINESS

Research shows that more active people are happier people, but what is the relationship between these key aspects?



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The big wheel of wellbeing



YOUR WHEEL OF WELLBEING

PLANET

Grow your world - Caring for our planet will help you feel good too.

PLACE

Take notice of the little things around you to help relax and savor the moment.

PEOPLE

Connect with family and friends **to** help you feel good.



BODY

Get active to release 'happy hormones', help you concentrate and even sleep better.

MIND

Keep learning new things to build your confidence and satisfaction

SPIRIT

Give generously - even small acts of kindness help your brain and reduce stress levels.



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Why the fascination with happiness?



THE MAGIC PILL



THE WORLD HAS STOPPED
MOVING (NIKE, 2012)

POTENTIAL PHYSICAL,
SOCIAL, EMOTIONAL,
COGNITIVE & EVEN
FINANCIAL BENEFITS OF
REGULAR PHYSICAL
ACTIVITY

THE MAGIC PILL



BE ACTIVE – BE HAPPY: DOES REGULAR PHYSICAL ACTIVITY IMPROVE HAPPINESS IN ADOLESCENTS?

THE PROBLEM

EXACERBATED DURING LOCKDOWN



A third of children and young people report mental health difficulties



Only 19% of children and young people meeting Chief Medical Officer recommendations of 60 active minutes of Daily Physical Activity (DPA).

43% doing less than 30 minutes



38% of secondary schools in England have cut timetabled PE time for 14-16-year old's since 2012 as priority shifts towards exams, English and Math's



Happiness

Barnardo's, 2020



Inactivity

Sport England, 2020



**Prioritisation
Of PE**

Youth Sport Trust, 2018

DATA COLLECTED

We surveyed **6,276** young people aged 11-16 (adolescents) from **21** secondary schools across Nottinghamshire about their **happiness** and **Daily Physical Activity** (DPA) habits

MAIN FINDINGS

THE LEAST ACTIVE ARE THE LEAST HAPPY

Over a quarter (27%) of adolescents reporting zero days of physical activity in the previous week also scored themselves at the lowest levels for self-reported happiness (1 or 2 out of 10) whereas 50% of those who were active on five or more days reported higher levels of happiness (8-10).

01

MORE IS BETTER

There appears to be a marked increase in median happiness if two days of physical activity are achieved and a further step change at five days of PA.

02

GIRLS NEED MORE

The tipping point for median happiness for girls occurs at three days of physical activity within the previous week. For boys this occurred at two days.

03

THE FIVE-DAY OFFER

Fewer adolescents reported the lowest happiness scores (1-4 out of 10) if they were physically active on five or more days within a week.

04

SUMMARY



IMPLICATIONS

How can these research findings help?



> POLICY MAKERS

Greater prioritisation of wellbeing and structured daily physical activity opportunities (including physical education) is necessary.



> SCHOOL LEADERS

Increased provision for physical education and daily physical activity are needed for all students (and staff).

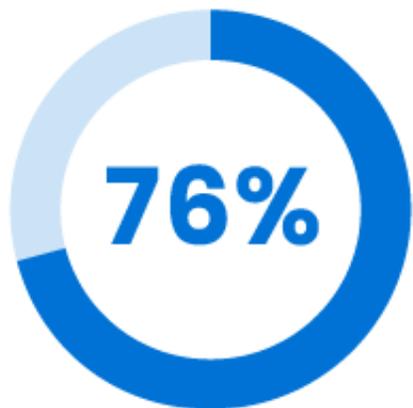


> FAMILIES & INDIVIDUALS

Promote happiness and daily physical activity habits by being active together and demand more opportunities in school.



Physical activity can reduce stress and anxiety and increase feelings of wellbeing



of pupils feel being active has a positive impact on their mood



almost all teachers feel physical activity is important for their wellbeing

* Based on a study by Sheffield Hallam University of 62,453 pupils and 4,458 members of staff.



Active pupils are happier and more confident than inactive pupils



% who consider themselves happy



Active



Inactive

% who consider themselves confident



Active



Inactive

* Based on a study by Sheffield Hallam University of 62,453 pupils and 4,458 members of staff.



78%
of pupils

enjoy being
physically
active

And those that are...

**report higher levels
of happiness and
self-worth**



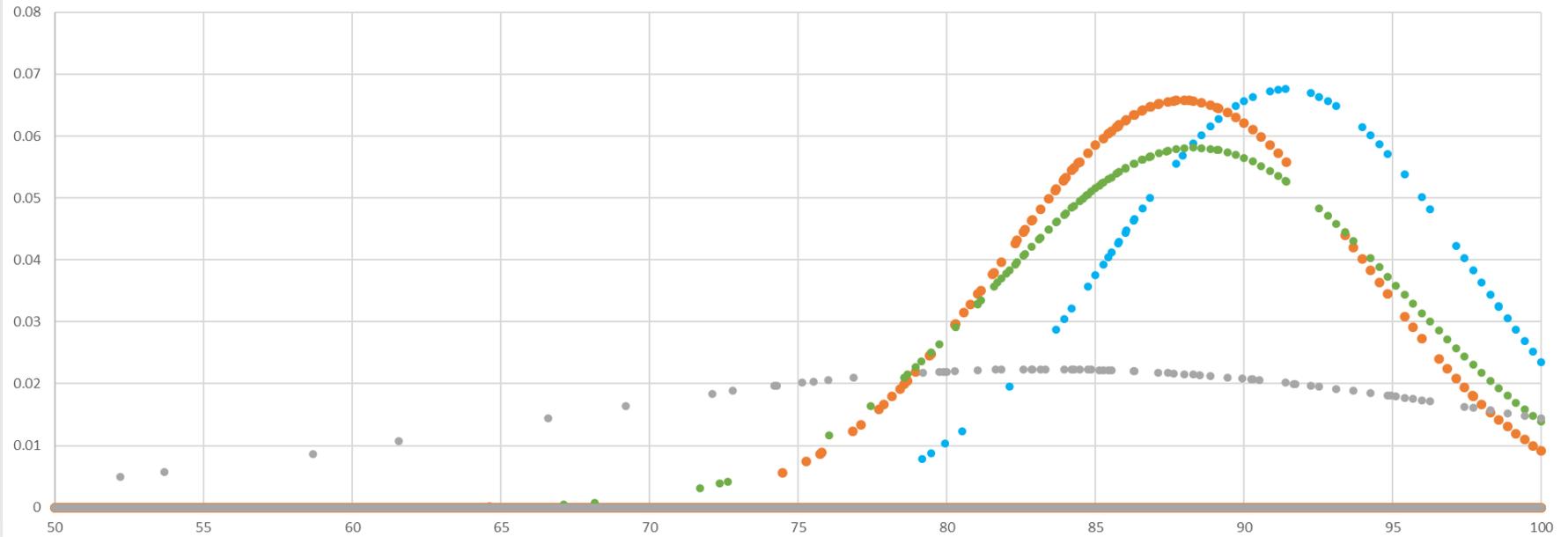
* Based on a study by Sheffield Hallam University of 62,453 pupils and 4,458 members of staff.

Healthy Active Lifestyle Report



Attendance

• Level 1 • Level 2 • Level 3 • Level 4



Level 1 = outstanding engagement, competence and attitude towards PESSPA

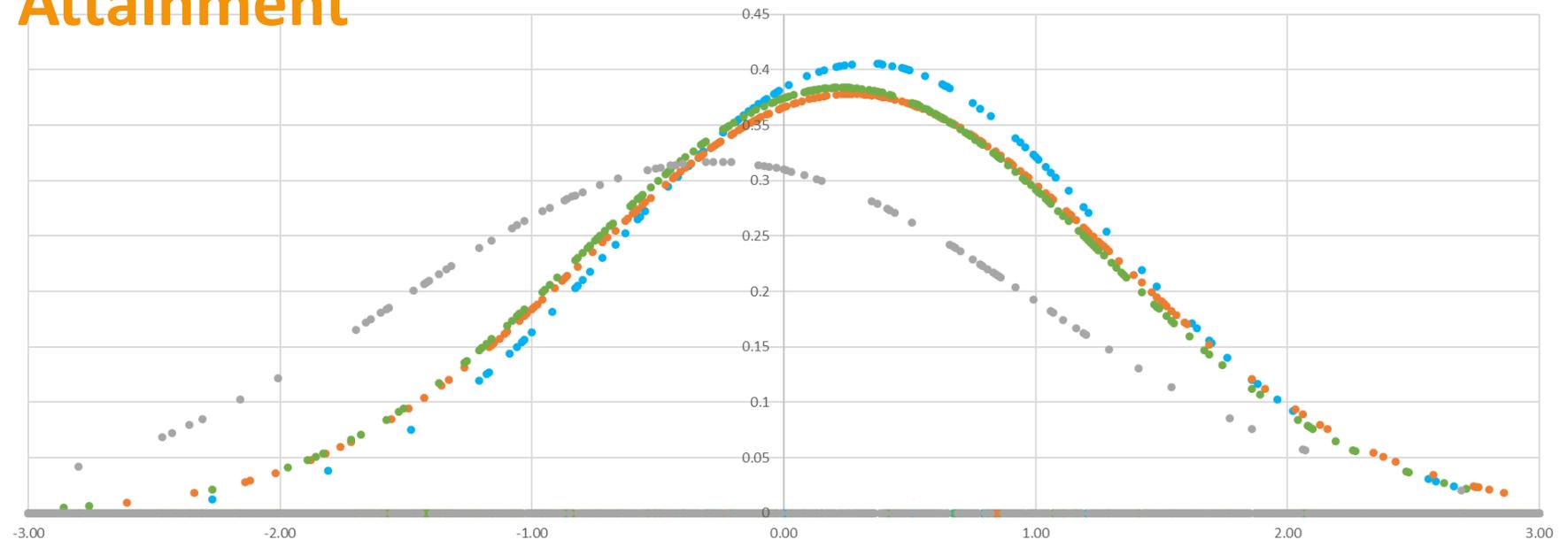
Level 2 = good engagement and positive attitude towards PESSPA

Level 3 = satisfactory engagement and attitude towards PESSPA or HAL habits

Level 4 = Poor engagement and attitude towards PESSPA &/or very little HAL behaviours outside of school

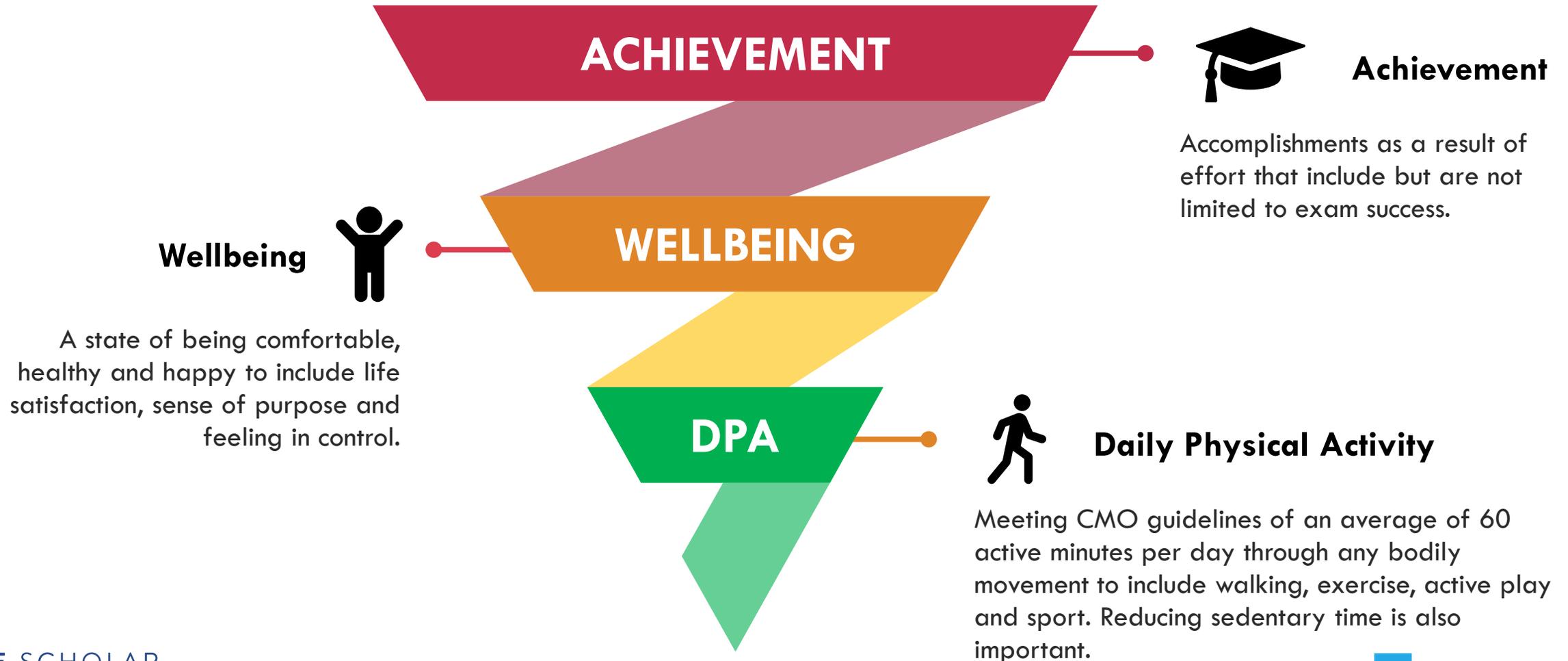
Attainment

• Level 1 • Level 2 • Level 3 • Level 4



THE VIRTUOUS CYCLE

Movement & Maslow before Bloom



Does wellbeing even matter?



It starts with you



Planning for purpose

IKIGAI

Japanese for 'a reason for being'



1. What do you enjoy?
When are you at your happiest?
What gives you a real sense of fulfilment?

2. What does the current (education) landscape look like?
What do young people need most?
What excites you most about this (education) space?

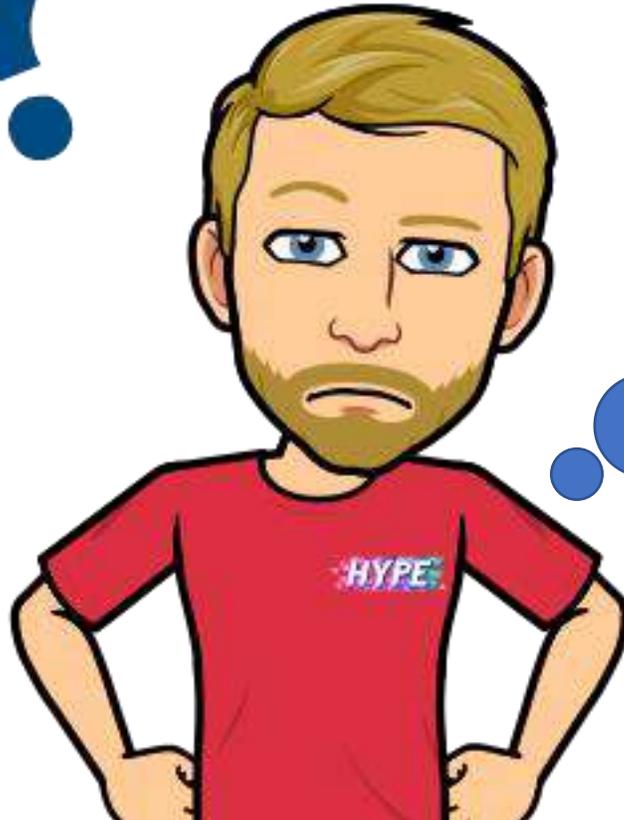
3. What do you think you are good at?
What would colleagues, students and friends say you are good at?
What feels most useful to do?

4. What are you expected to do in your role?
What is considered a priority?
What can you do to help others and contribute to the big picture?

5. Where is your Ikiagi (sweet spot)?
Where can you make the biggest difference?

6. What are you going to do about it?
This week...
This academic year...
Beyond that...

Name:
Date created:
Date to revisit:
Buddy to revisit with:



Is Physical
Education currently
fit for purpose for
all young people?



**“Out of adversity
comes opportunity”**

Benjamin Franklin



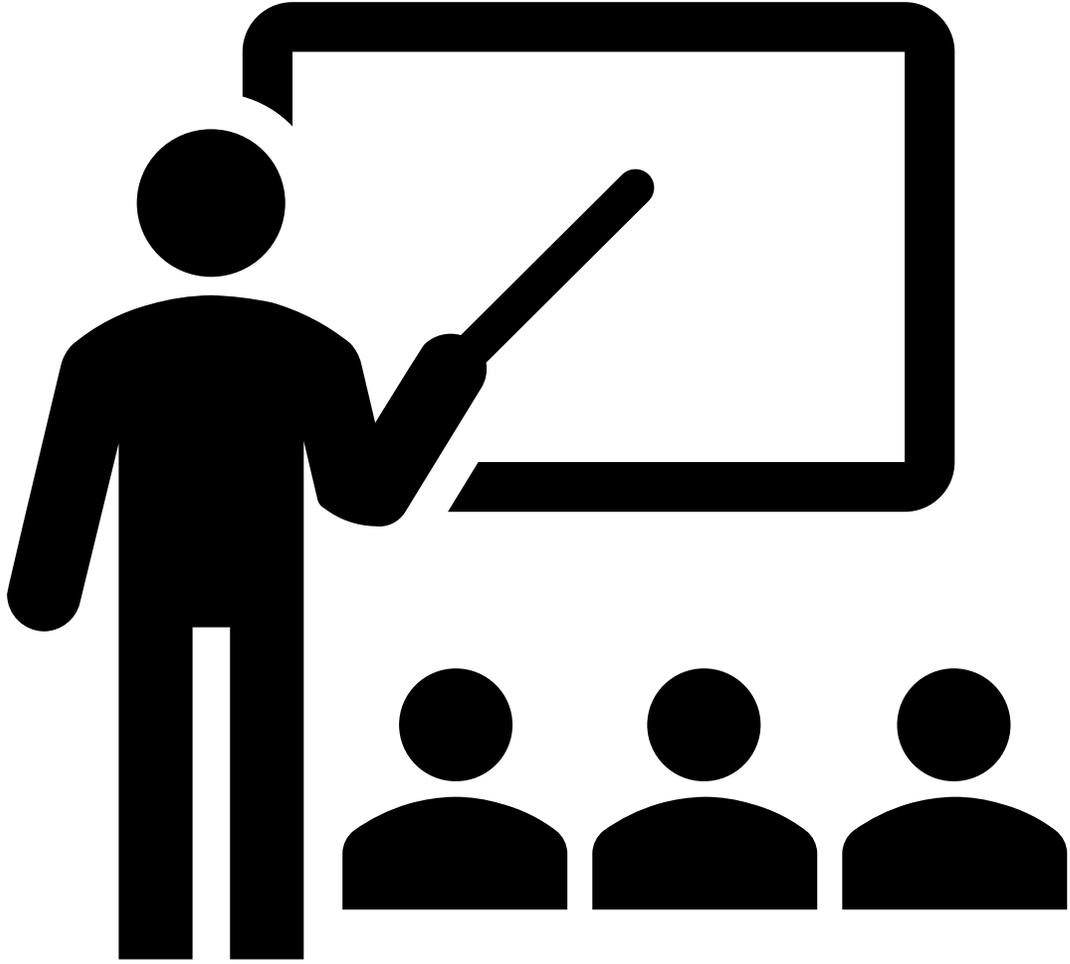
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comes opportunity”

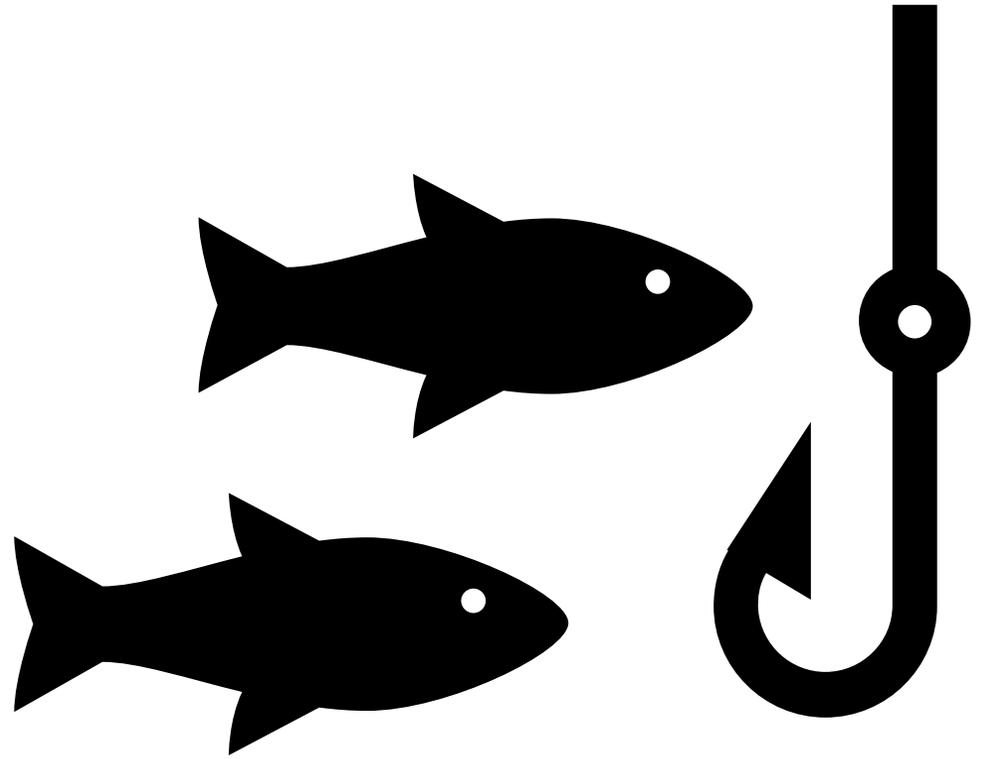
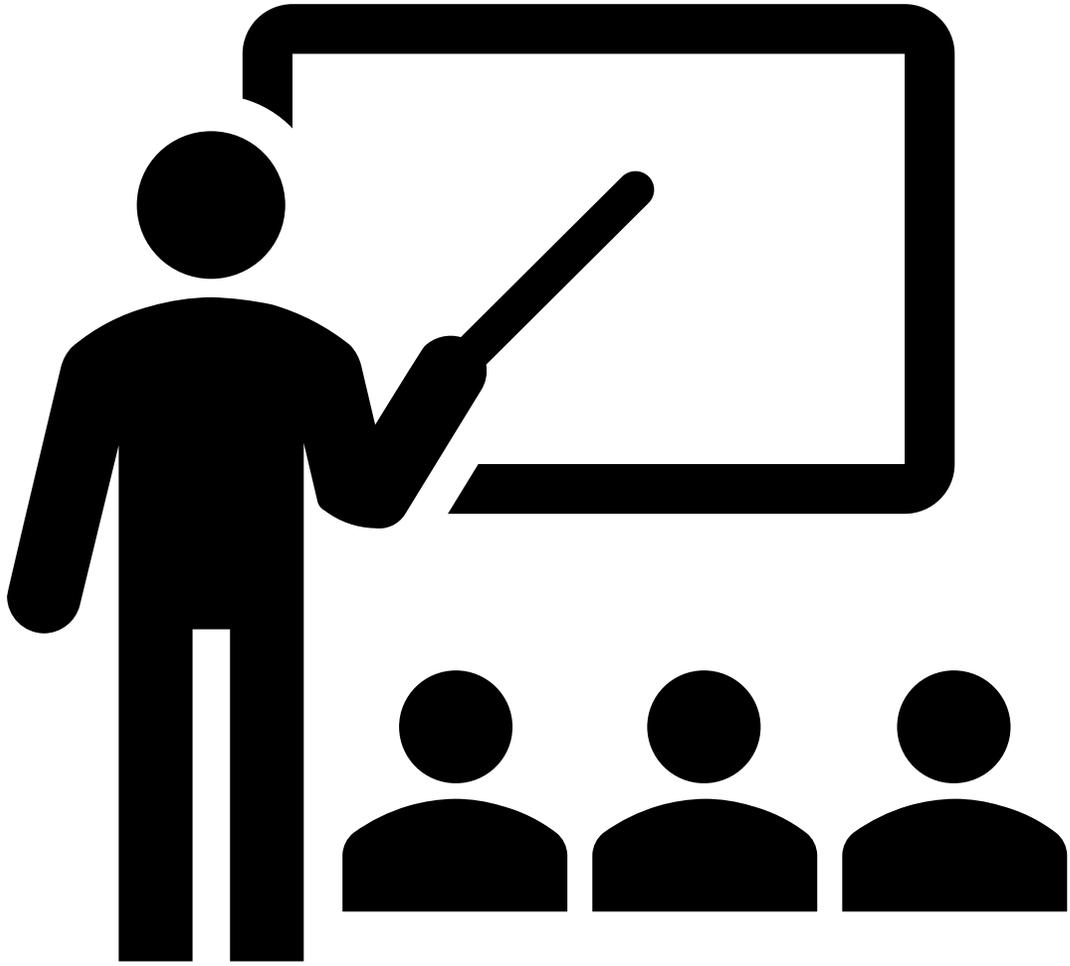
Benjamin Franklin

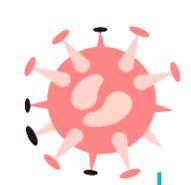


A close-up, low-angle shot of a person's legs as they hop on a hopscotch grid. The person is wearing red sneakers with white accents and black shorts. The hopscotch tiles are in various colors: blue, green, orange, red, and yellow. The background is a light-colored stone wall.

What are the
steps to better
wellbeing?







ARE WE ON THE SAME PAGE?

P

Purpose

What do students need?

A

Approach

What model or tools for teaching fit best?

G

Guidance

What are the most up to date H&S advice?

E

Education

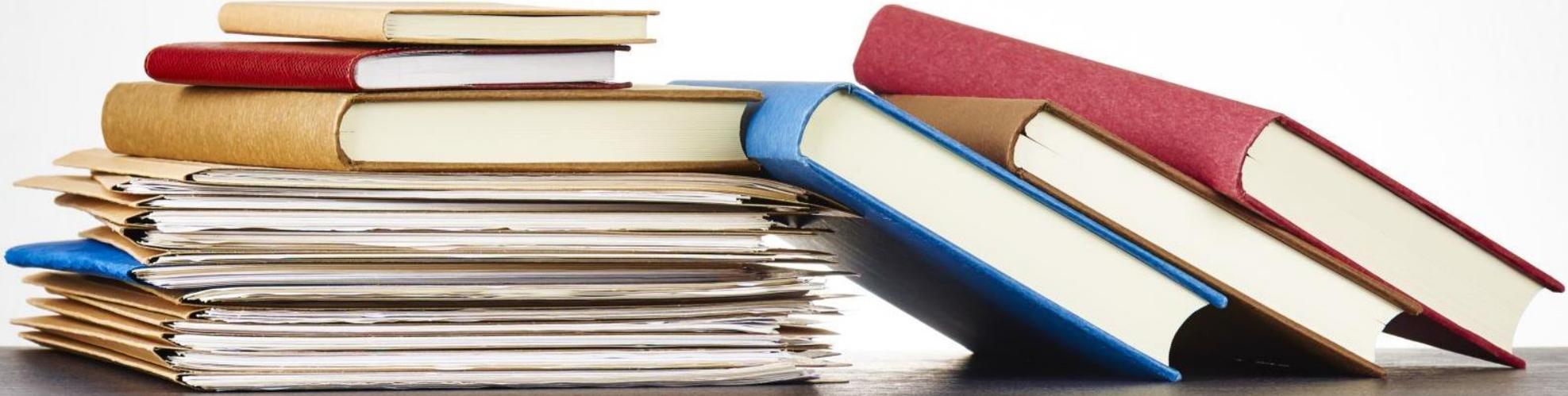
How are you ensuring the E in your PE?

NEW RSE POLICY IN ENGLAND

- ❑ From September 2020
- ❑ In addition to statutory physical education curriculum
- ❑ Requirements to explicitly teach specific aspects of :
 - ❑ mental health
 - ❑ physical health and fitness
 - ❑ healthy eating
 - ❑ health and prevention
 - ❑ basic first aid
 - ❑ changing adolescent body

Take a look:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



HOW DO OTHERS ARTICULATE THEIR CURRICULUM PURPOSE?



Thanks @JoeyFeith The #MaxYourDays Mural

What are you doing to improve your wellbeing?



To improve my wellbeing, I am...



Exercise doesn't just change your body.
It changes your mind, your attitude and your mood.

Every teacher is a role model for wellbeing

Together, we can help influence the daily habits of our students, while also remembering to look after ourselves.

Why not try one of these example challenges, or even better come up with ones that work for you and aim to update this each week for students.



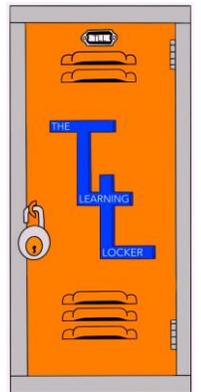
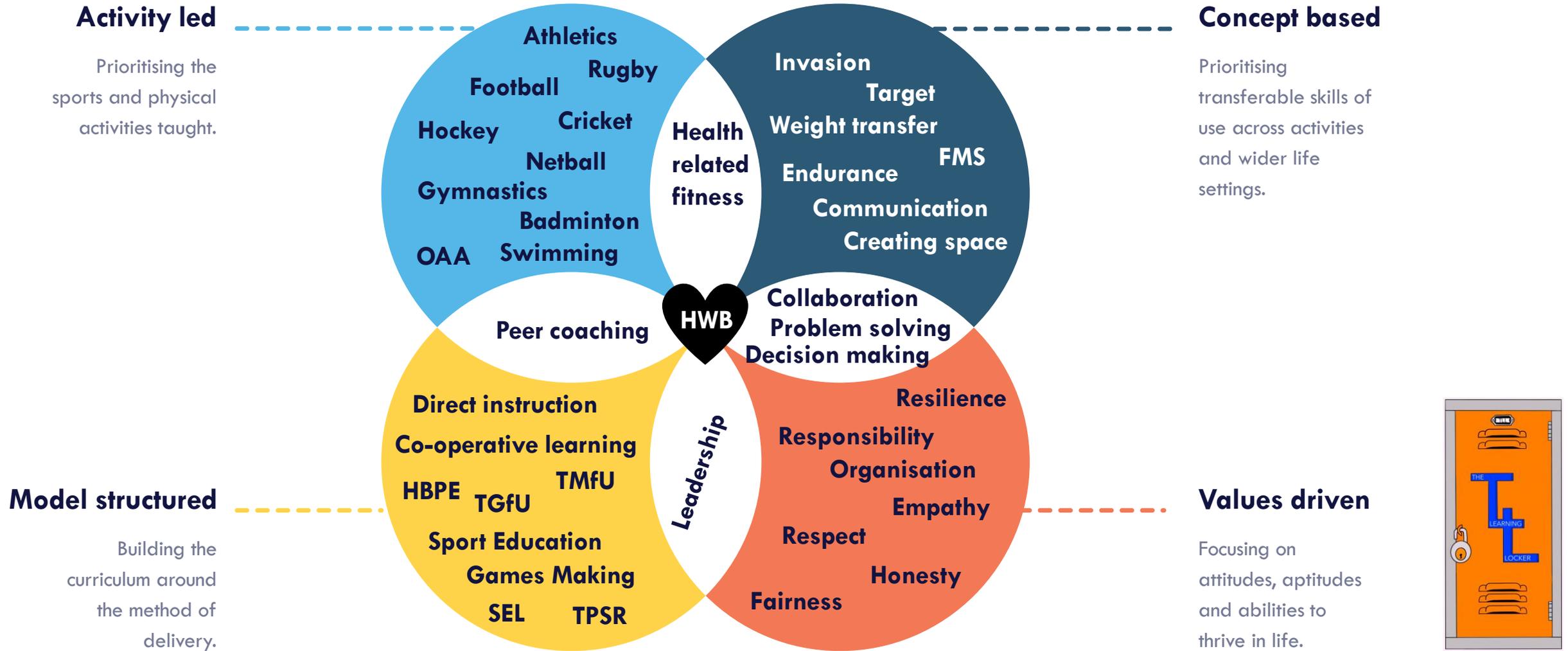
Start a Couch to 5K There are lots of free training programmes out there.	Get to 10,000 steps Try walking the dog or going out with friends or family.	Get outside Get out there and climb a hill or swim in the great outdoors.	Get your shut-eye Try going to bed earlier than you normally would.
Get hydrated Drink 2 litres of water every day to get (and stay) hydrated.	Take a screen break Get up and walk about every 30 minutes, or as much as you can.	Take a night off No planning. No marking. Chill out.	Walk or cycle to work If that's not possible, you could get off the bus a bit earlier.
Get off Insta Limit the amount of time you spend on social media.	Try out a new sport Join a team or try a new fitness class.	Eat your 5-a-day You already know the deal. Try out new fruit and veg for variety.	Phone a friend Ring up a mate if you need to chat. Or, reconnect with someone.
Do something kind Give someone a compliment or do something nice for someone.	Download an app Use a mindfulness or meditation app to help you relax.	Get fit on YouTube Try out an 8-minute HIIT workout with Joe Wicks or Fitness Blender.	Eat a healthy breakfast Fuel your day with a nutritious start.

A close-up, low-angle shot of a person in dark blue athletic leggings kneeling on a dark, reflective floor. They are focused on tying their black and white sneakers. The person's hands are visible, with a thin ring on the left hand. The background is a soft, out-of-focus grey. The text 'What about PE?' is overlaid in the upper right corner.

What about
PE?

PHYSICAL EDUCATION

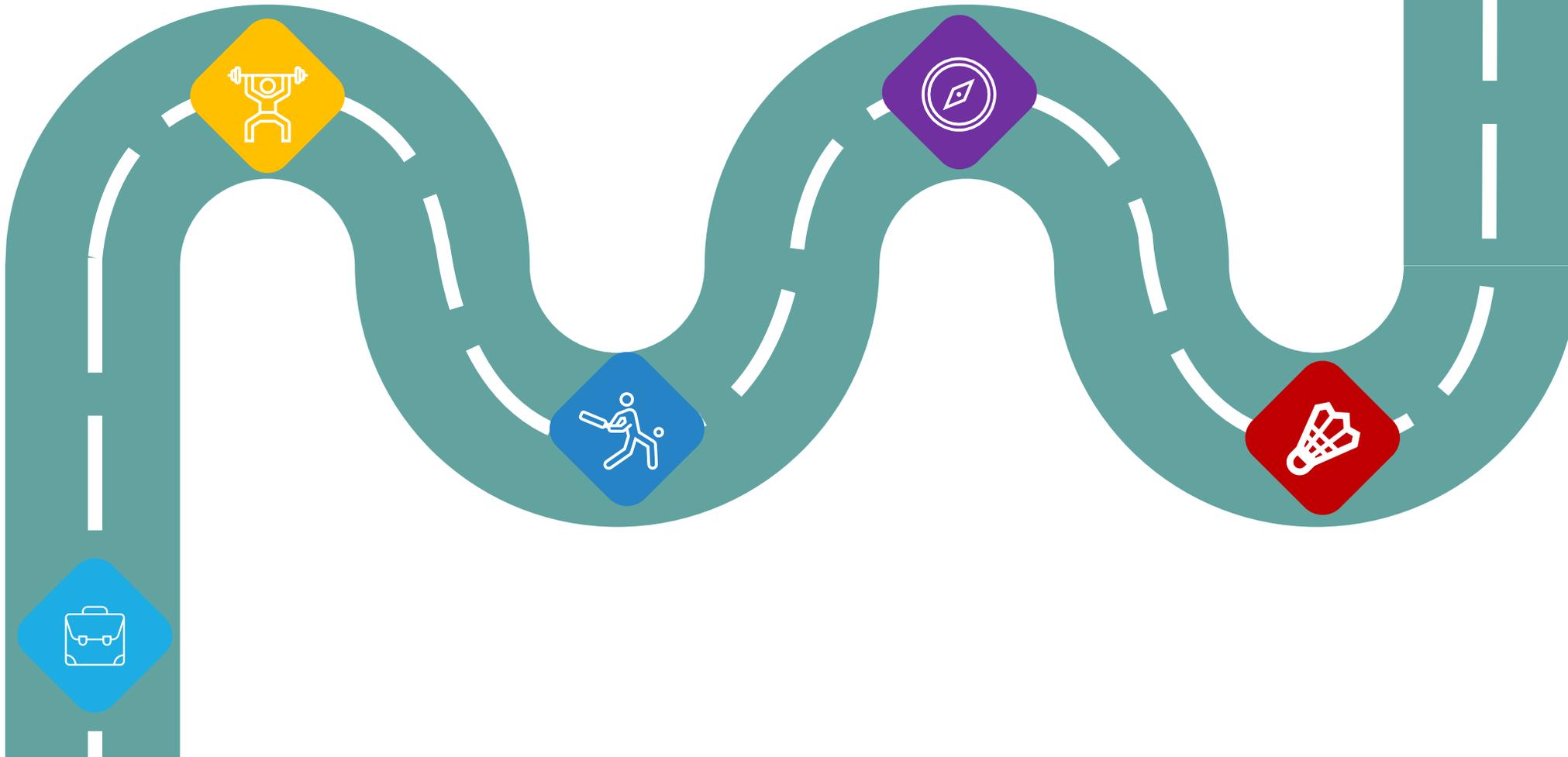
Exploring the different lenses of curriculum design in practice



A child centred approach is key, but how that is achieved varies significantly between schools

PHYSICAL EDUCATION RECOVERY CURRICULUM

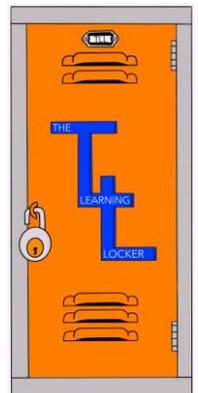
Suggested 5 activities on a rotation to take you to Christmas



CHRISTMAS 2020 TARGET

Ensure all students are:

- Safe
- Happy
- Well:
 - Physically active
 - Emotionally resilient
 - Socially connected
- Confident moving
- Independently motivated to seek physical activity



PHYSICAL EDUCATION RECOVERY CURRICULUM

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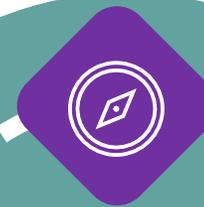
BOOT CAMP ATHLETICS

Mixture of fitness, track & field events with focus on teaching movement for understanding + Health Based PE.



ORIENTEERING & OAA CHALLENGES

Incorporating some team challenges with focus on collaborative learning & TPSR.



CRICKET

Including foot golf & foot rounders with focus on TGfU.



BADMINTON

Incorporating some target games with focus on games making.

WELLBEING CURRICULUM

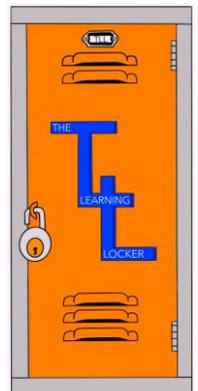
Classroom based life-skill development with focus on independent enquiry.



CHRISTMAS 2020 TARGET

Ensure all students are:

- Safe
- Happy
- Well:
 - Physically active
 - Emotionally resilient
 - Socially connected
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- Independently motivated to seek physical activity



Foundation Level (Key Stage 2) Wellbeing Curriculum Contents

1. Motivating for more
2. Understanding happiness
3. Benefits of being active
4. Taking care of your mental wellbeing
5. Showing empathy
6. Building a wheel of wellbeing
7. Mindfulness
8. Eating well
9. Sleeping to success
10. Believing in yourself
11. Being present
12. Together everyone achieves more



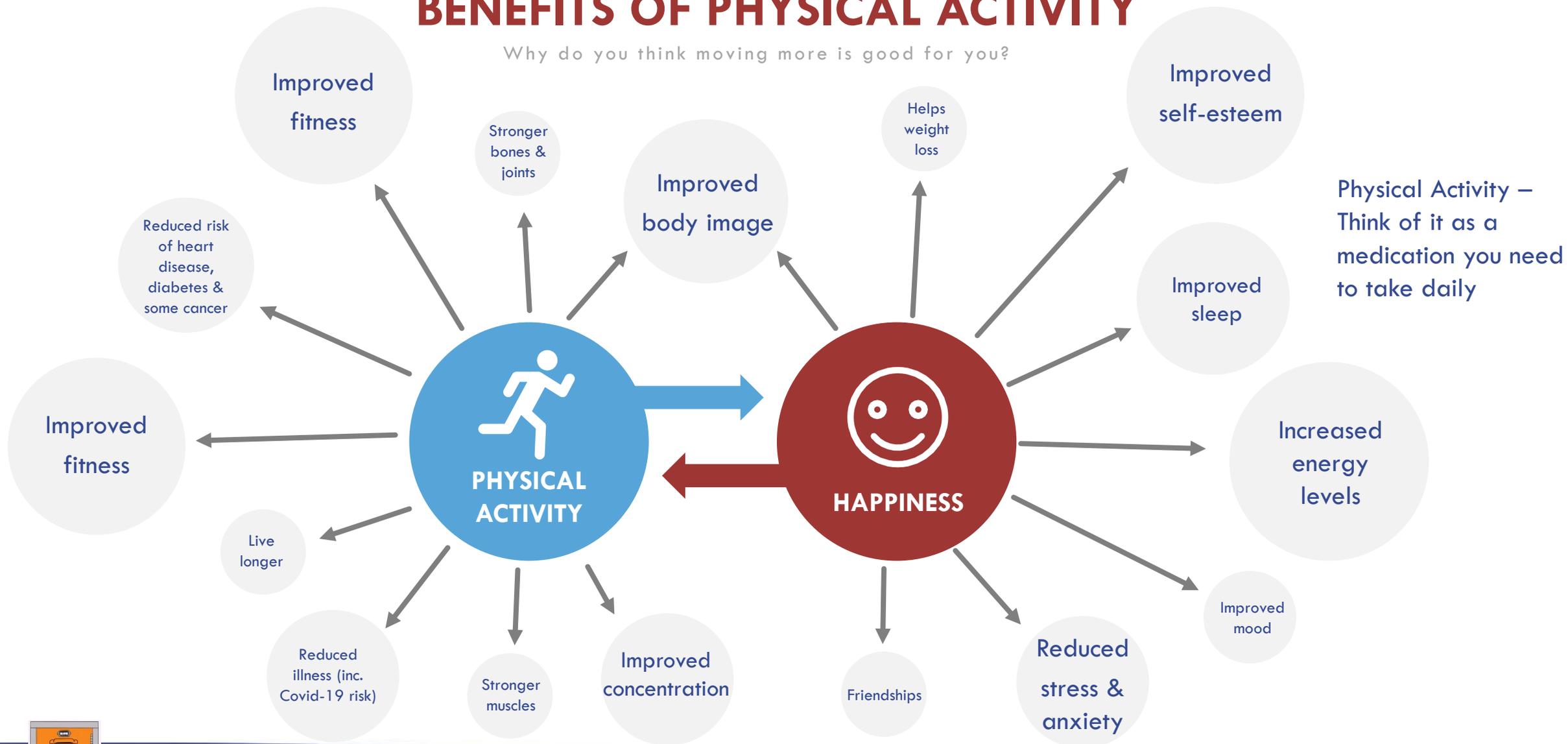
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BENEFITS OF PHYSICAL ACTIVITY

Why do you think moving more is good for you?



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Development Level (Key Stage 3) Wellbeing Curriculum Contents

1. Finding motivation
2. Empathy and compassion
3. Managing change
4. Skilful speaking
5. Innovative thinking
6. Taking responsibility
7. Listening and living
8. Integrity matters
9. Cool collaborator
10. Showing resilience
11. Motivating others
12. Evaluating effectiveness



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SKILLS WHEEL

STRENGTHS

S

Name 2 strengths & explain how you know they are strengths:

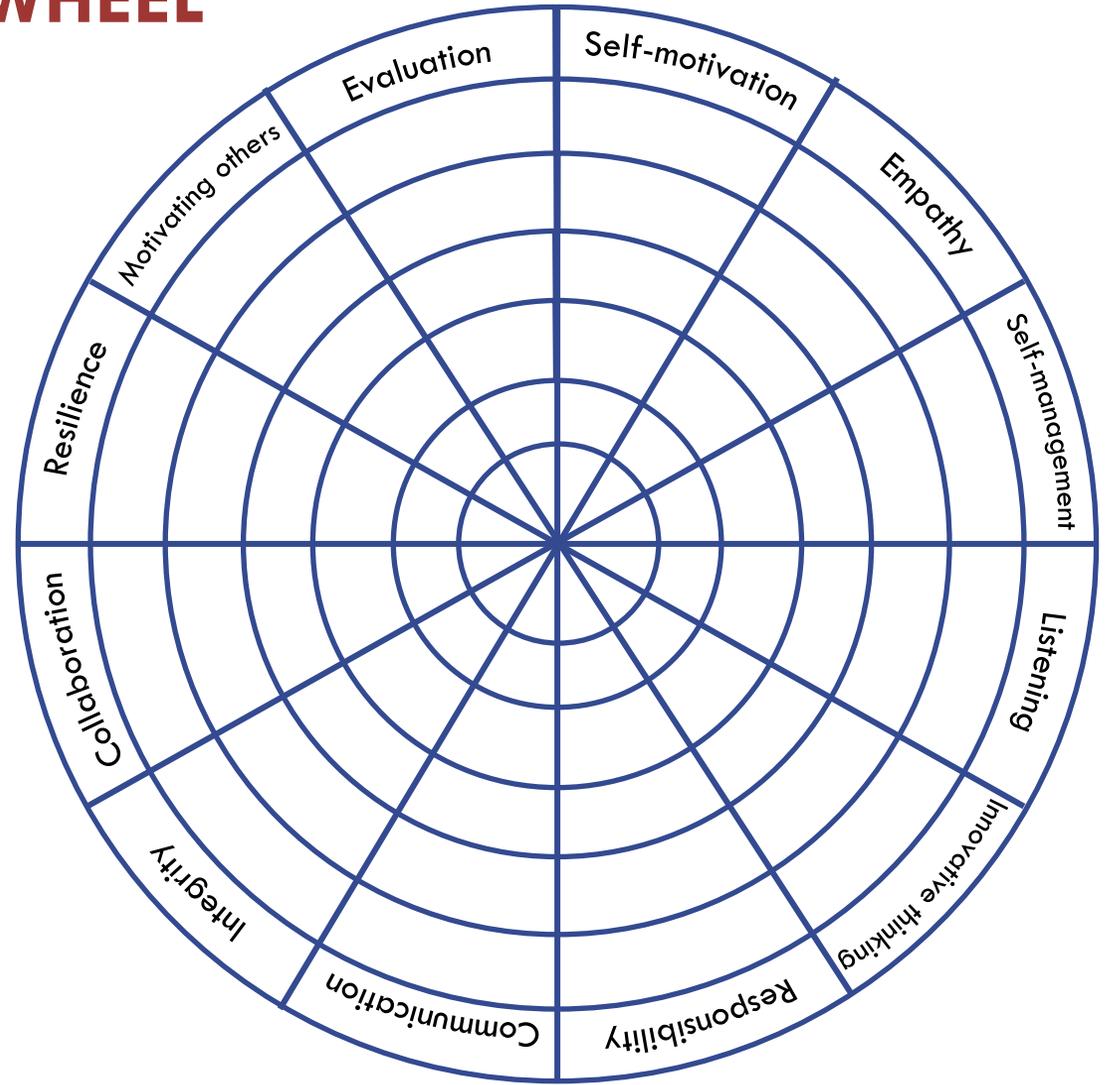
- 1.
- 2.

WEAKNESSES

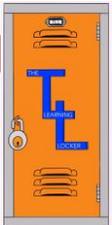
W

Name 2 areas for development & set targets for improvement:

- 1.
- 2.



Rate your level of ability against each life-skill you have identified as important by shading from the inside out



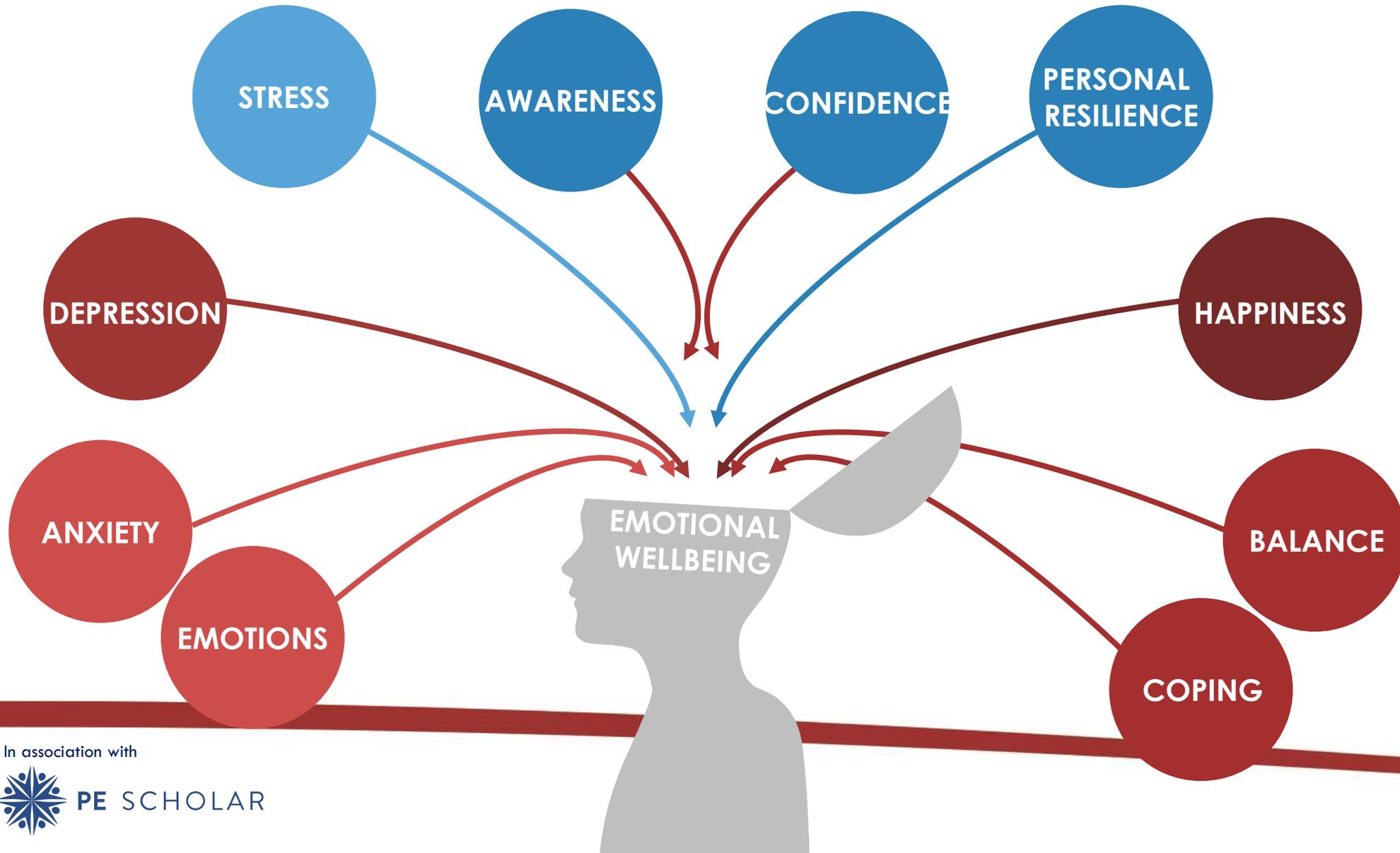
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ASPECTS OF MENTAL HEALTH

Capture all the key words you associate with emotional wellbeing



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Mastery level (Key Stage 4) Wellbeing Curriculum Contents

1. Motivation
2. Happiness & Mental Health
3. Values
4. Facing your Fears
5. Obsession
6. Adaptability

7. Self-development
8. Mindfulness
9. No regrets
10. Pressure
11. Perspective
12. Sleep & nutrition



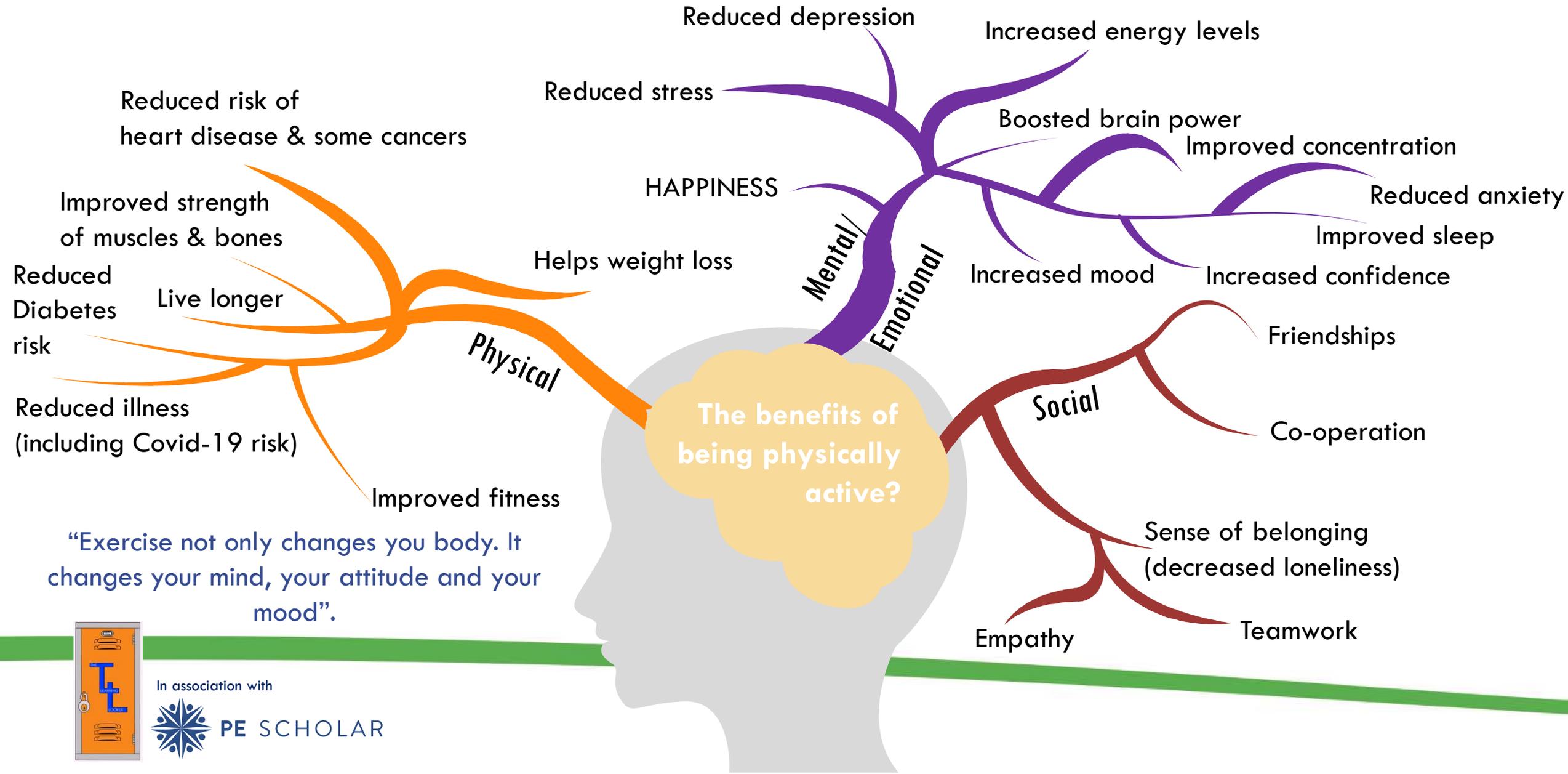
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PHYSICAL ACTIVITY

Any bodily movement that requires energy expenditure – includes walking, cycling, active play, fitness exercises, sport & dance



The benefits of being physically active?

Physical

Mental/
Emotional

Social

Reduced risk of heart disease & some cancers

Improved strength of muscles & bones

Reduced Diabetes risk

Live longer

Reduced illness (including Covid-19 risk)

Improved fitness

Helps weight loss

HAPPINESS

Reduced depression

Reduced stress

Increased energy levels

Boosted brain power

Improved concentration

Reduced anxiety

Improved sleep

Increased mood

Increased confidence

Friendships

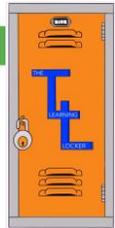
Co-operation

Sense of belonging (decreased loneliness)

Empathy

Teamwork

“Exercise not only changes you body. It changes your mind, your attitude and your mood”.



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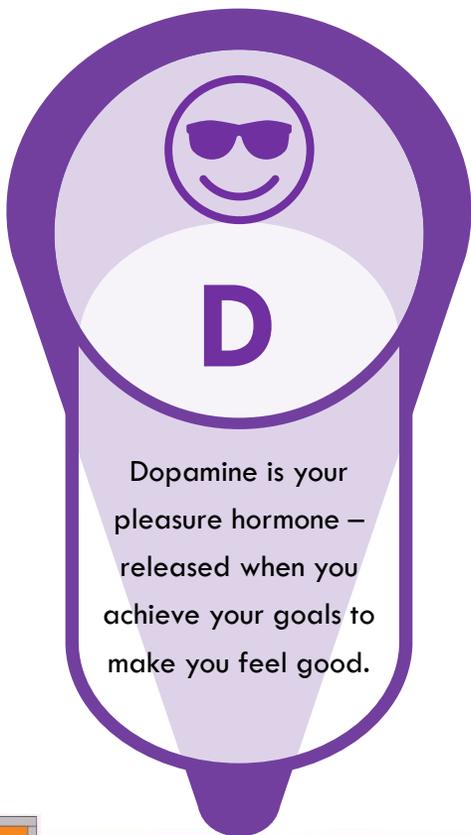


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Want to improve your happiness?

EXERCISE WILL GIVE YOU your daily D.O.S.E:



D

Dopamine is your pleasure hormone – released when you achieve your goals to make you feel good.



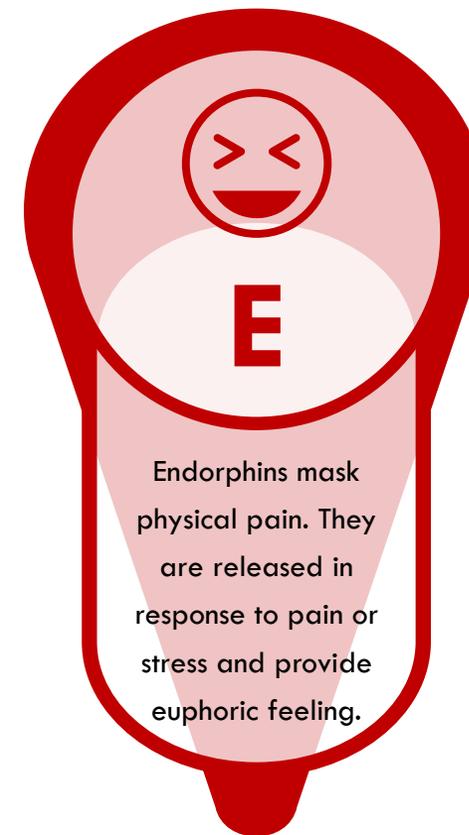
O

Oxytocin is the feeling of love, trust and friendship – it comes from physical contact and social connection.



S

Serotonin helps improve self-esteem through feelings of pride, status and achievement.



E

Endorphins mask physical pain. They are released in response to pain or stress and provide euphoric feeling.

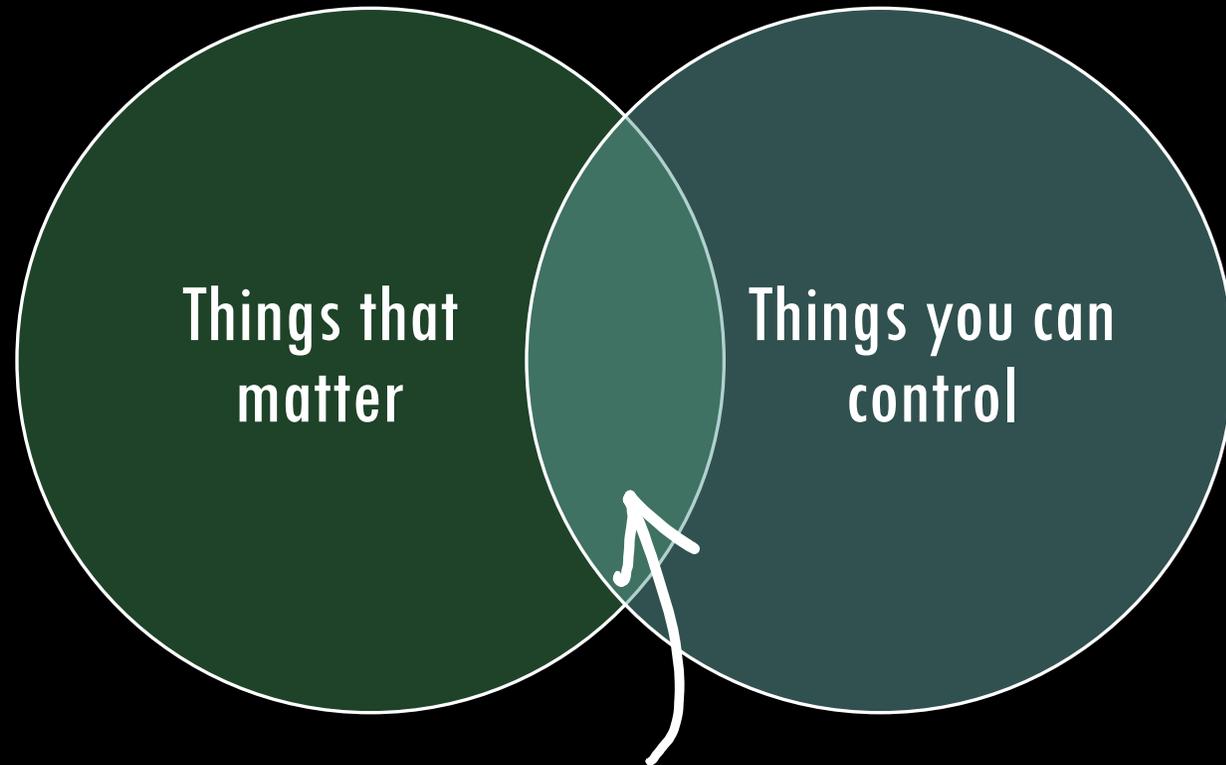


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CONTROL THE CONTROLLABLES



Where you should focus

BLUECOAT WOLLATON ACADEMY PE DEPARTMENT

Committed to ensuring every student is WELL



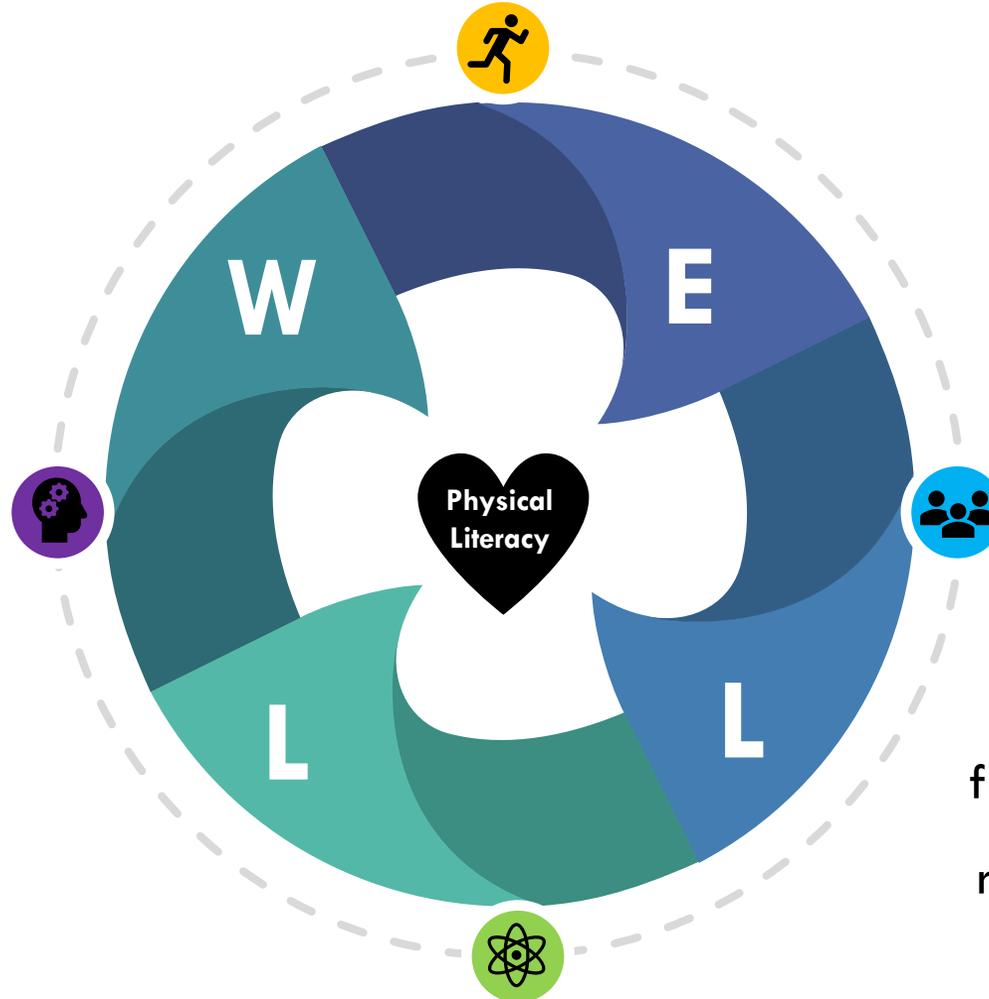
Bluecoat Wollaton
believe in yourself, in others, in God

WELLBEING

Securing strong physical, emotional & social aspects of health, wellbeing and human flourishing

LIFELONG PARTICIPANT

Igniting a love of healthy active living that will last a lifetime



ENJOYMENT

Finding fun through a rich and varied programme of sports and physical activities that have relevance, meaning and purpose

LIFE-SKILLED

Developing transferable skills to flourish in sport, school, employment & life (including teamwork, resilience, independence, creativity, empathy & leadership)

#BeWellAlways

BLUECOAT WOLLATON ACADEMY PE DEPARTMENT

Committed to ensuring every student is WELL



Bluecoat Wollaton
believe in yourself, in others, in God

WELLBEING

Securing strong physical, emotional & social aspects of health, wellbeing and human flourishing

Thinking Me



LIFELONG PARTICIPANT

Igniting a love of healthy active living that will last a lifetime

'Physical Literacy is the motivation, confidence, physical competence [skills], knowledge and understanding to value and take responsibility for engagement in physical activities for life' (IPLA)

Physical Me



ENJOYMENT

Finding fun through a rich and varied programme of sports and physical activities that have relevance, meaning and purpose

Social Me



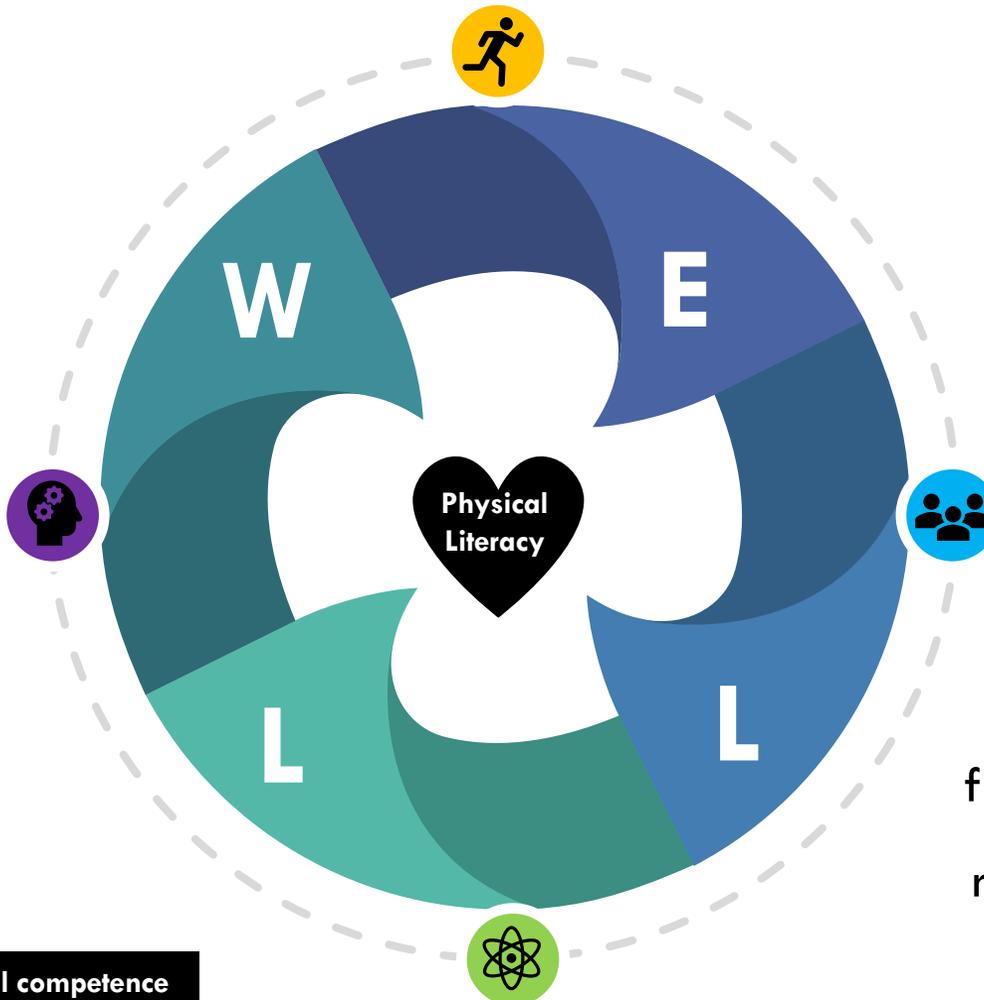
LIFE-SKILLED

Developing transferable skills to flourish in sport, school, employment & life (including teamwork, resilience, independence, creativity, empathy & leadership)

Mindset Me



#BeWellAlways





Bluecoat Wollaton
believe in yourself, in others, in God

YOUR PE PATHWAY

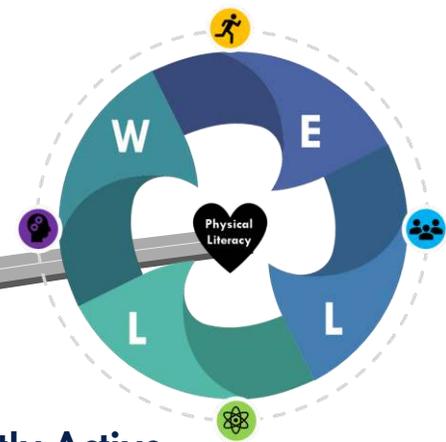
#BeWellAlways

Active Role Model

Mastering concepts to flourish in life.



Year 11



Independently Active

Embedding active healthy living routines.



Year 10

Healthy Leaders

Developing competences to motivate and instruct others to move.



Year 9

Versatile Performers

Establishing skills and techniques for success in sport and in life.



Year 8

Confident Movers

Exploring fundamental movement skills in context.



Year 7



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believe in yourself, in others, in God

YOUR PE PATHWAY

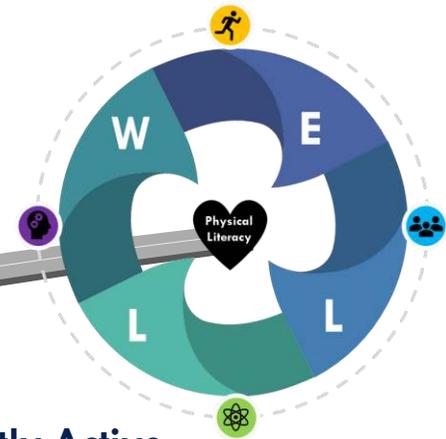
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Year 7

Sporting excellence
Healthy active living

Both pathways are equally valid and valued throughout

Changing lanes each year is encouraged to suit individual needs and motivations



PE OUTCOMES BY DOMAIN

Targets for life

Physical Me



Milestones

- 1: Fundamental Movement Skills
- 2: Sustained activity levels & fitness
- 3: Control & fluency
- 4: Rhythm & timing
- 5: Accurate techniques

Social Me



Milestones

- 1: Communication skills
- 2: Teamwork & leadership
- 3: Fair & respectful
- 4: Empathy
- 5: Appropriate behaviour in range of situations

Healthy Habits

Milestones

- 1: Lead a healthy & active life
- 2: Approach competition with confidence
- 3: Perform in a broad range of physical activities
- 4: Resilient to challenges in sport & in life
- 5: Seek enjoyment & fulfilment through movement

Mindset Me



Milestones

- 1: Honesty & integrity
- 2: Self-motivated
- 3: Independent & responsible
- 4: Courageous
- 5: Disciplined & committed

Thinking Me



Milestones

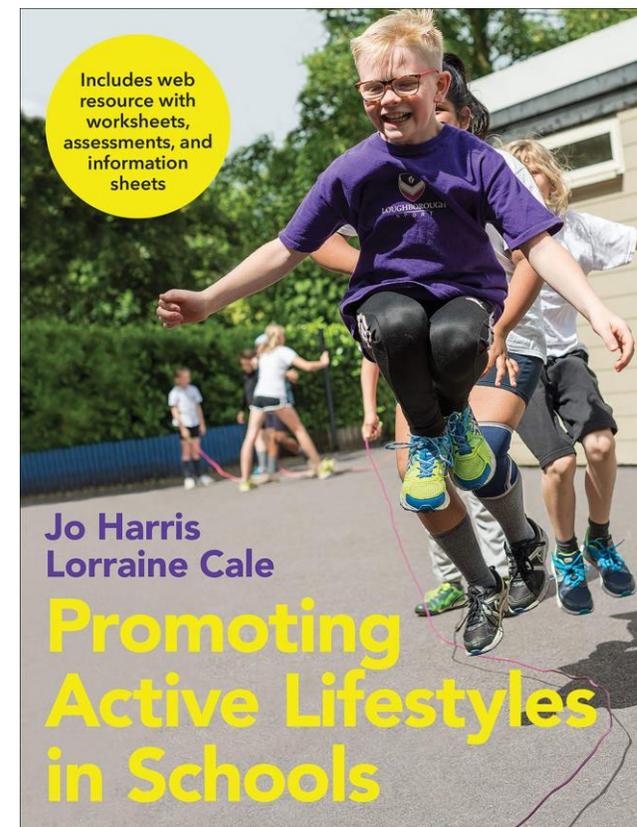
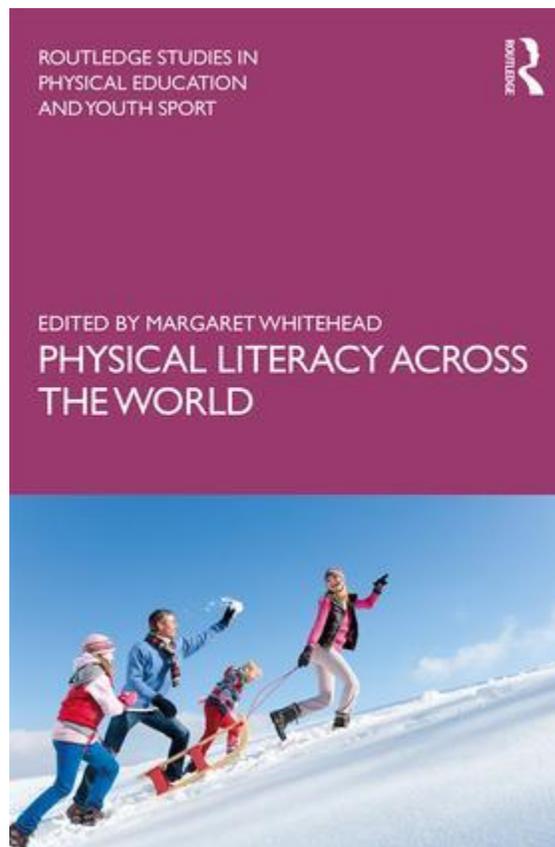
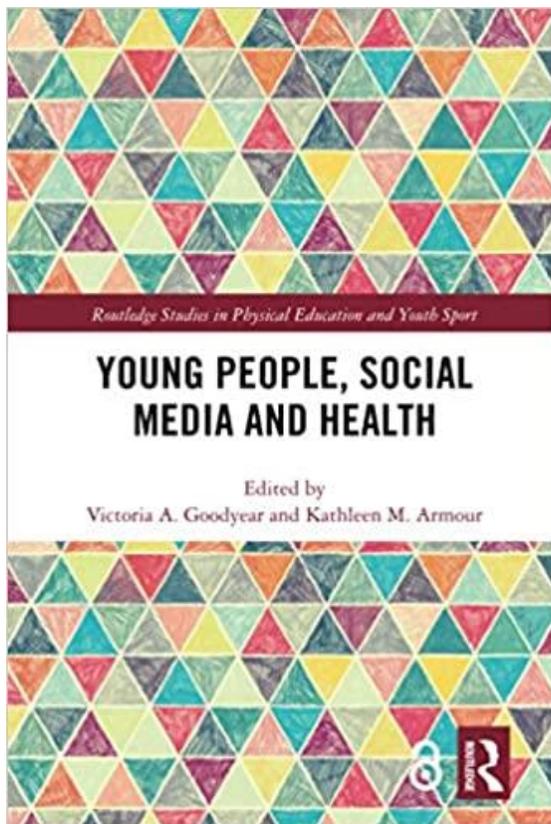
- 1: Decision making
- 2: Problem solving
- 3: Creative thinking
- 4: Evaluation & analysis
- 5: Application of skills in wide range of contexts

WHAT IS THE QUESTION?

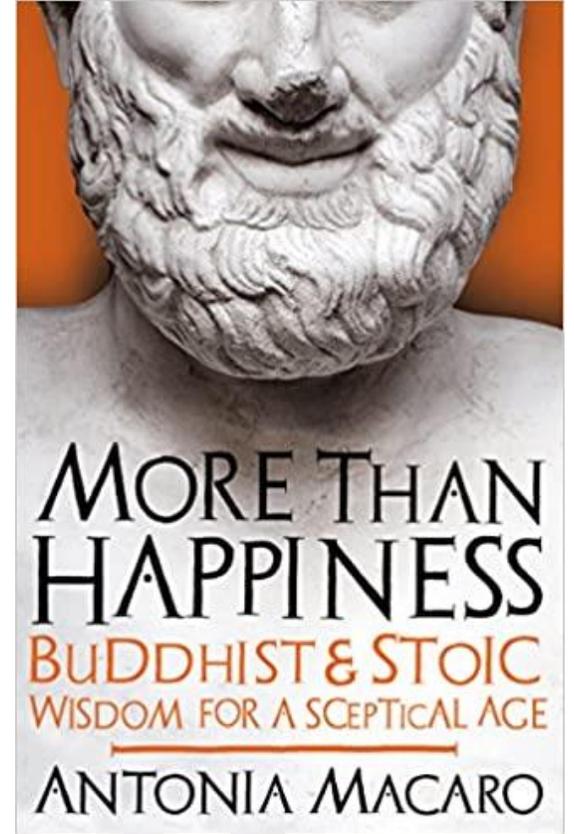
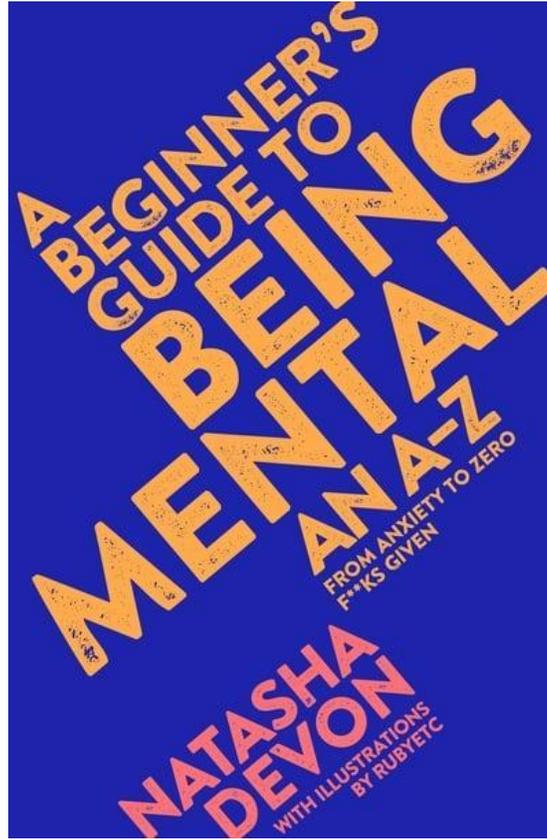
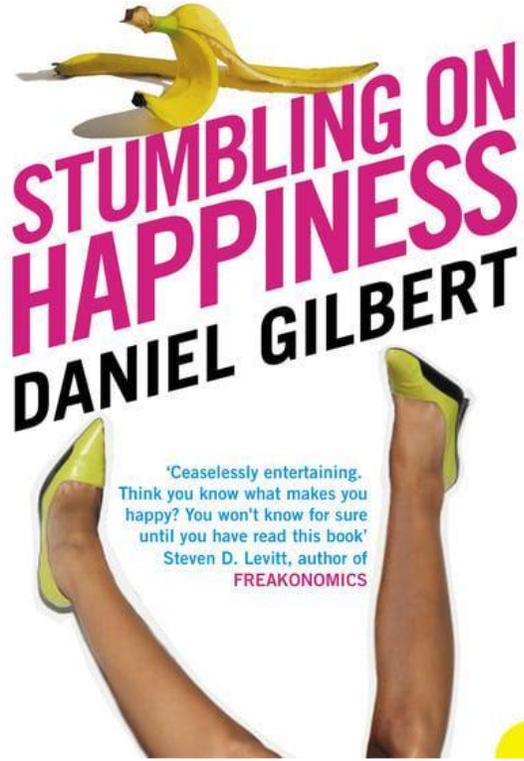


If this is the answer, then what is the question?

1. Wellbeing
2. Happiness
3. Physical activity
4. Taught and caught learning
5. In a practical setting



GREAT PUBLICATIONS



GREAT BOOKS

Browse > Personal Development > Personal Development

Offered By

The Science of Well-Being

Yale

★★★★★ 4.9 23,781 ratings | 👍 97%



Laurie Santos

TOP INSTRUCTOR

GREAT E-LEARNING

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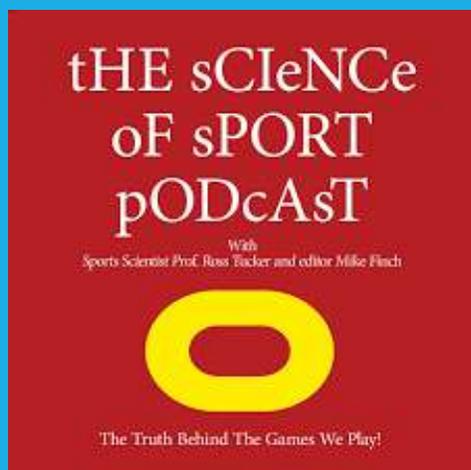
Pressure: Dave Alred MBE



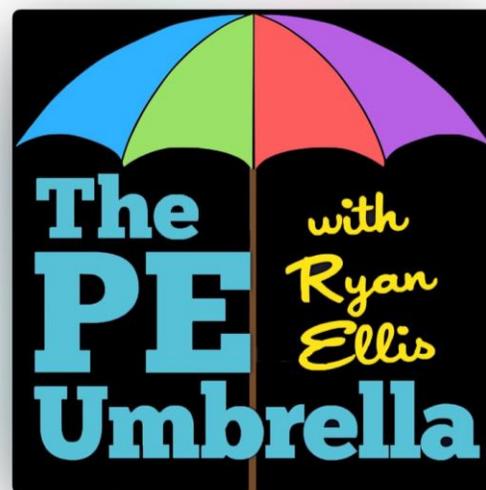
Dina Asher-Smith



Joe Wicks the face of PE?



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Stormbreak



David Didau



Damian Hughes



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Flora: focus together
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AppFinca Inc.
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GREAT TOOLS

GREAT OPPORTUNITY

- 20% off of first year PE Scholar membership - simply use the link: <https://www.pescholar.com/twenty20new/> - **valid until 31st December 2020.**
- All PE Scholar members receive an additional 10% discount on all variations of the Complete Wellbeing Curriculum (KS2 (Primary) + KS3 & KS4) - **valid until 31st December 2020.**
- Or use discount code **NEW-WC-20** at checkout (for any Wellbeing product/combo) - **valid until 31st December 2020.**

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New Wellbeing Curriculum for Secondary Schools (11-16)



Returning to School in a Covid-19 World

As thousands of students and staff return to school after the summer holidays with social distancing restrictions and Covid-19 health and safety measures, it has never been more important to ensure that our school communities feel safe, with the health and wellbeing of all prioritised. The purpose of this blog is to highlight and explain a fantastic new resource that has just been released to support students wellbeing upon returning to school.

Complete Wellbeing Curriculum for Key Stage 3 & Key Stage 4 (11-16)

This **New Wellbeing Curriculum** resource, developed by Will Swaithes (The Learning Locker) and in association with Dr Liz Durden-Myers (PE Scholar), provides an excellent foundation for classroom or distance learning of essential aspects of Physical Education and the RSE and Health Education curricula.

Immediate priorities have shifted somewhat, and whilst we must ensure physical education is delivered in a practical setting as much as possible to develop physical literacy and a lifelong love of movement, with challenges around social distancing, changing room use and wet weather potentially rendering safer outside spaces for physical activity unusable at times, this resource is aimed at **supporting meaningful classroom-based learning to deliver the broader aims of physical education**.

Adversity has enabled us to seek opportunities to achieve more through the physical education offer – to capitalise on the unique learning potential of our subject and also help meet the Personal Development strand of Ofsted's Education Inspection Framework.

Video

For more information about the resource including its contents (lesson plans, powerpoints, student workbooks), please watch the video below:

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